

NEW AT YESHIVA COLLEGE
SPRING 2020

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ART 3005 **INTRODUCTION TO GRAPHIC DESIGN** **SCHWARTZ**

SECTION 261 **MW 6:45-8:00 PM**

In this class, students will explore concepts of design through expressive typography, conceptual thinking, and visual hierarchy. They will focus on analog idea generating and use Adobe software as the main tool in executing each project in both analog and digital versions.

ENG 1680 **WRITING FOR THE WORKPLACE** **PURETZ**

SECTION 241 **MW 4:30-5:45 PM**

In this course, we will work to develop the skills and qualities shared by successful workplace communicators. There will be a large emphasis on collaborative writing and group projects, with a focus on digital and cross-platform communication, including social media and online content creation and management. The final class project will include a team technical report and team presentation.

Students will write a summary and response of a peer reviewed technical article, written for a non-technical audience (i.e. managers, coworkers, clients, the public, etc.) Article selection will be based on the student's education experience and professional goals. Students will conduct an interview with a professional in a field they're interested in entering (or with a professor in that field) and then write a report of the interview. They will learn about the individual's professional life and work while practicing synthesis, analysis, quotation, paraphrase, interpretation and summary writing. Students will write an analysis of a website, including the audience and purpose, content, design, usability, and recommendations. Students will also write an application letter for a potential job or internship. The final class project includes a team proposal, technical report, and presentation: as part of a small team, after deciding their topic for their technical report, students will compose a proposal for their potential project. After the proposal is approved, each team will conduct field research in New York City and secondary research to write a report on a local technical object, process, mechanism, practice, statute or law, etc. Each team will present their work in an oral report at the end of the semester.

Students will create a website through Google Sites, and this website will house finalized drafts of their formal work, revised versions of writing from throughout the semester, and their interactive technical report. It will also include a reflective essay. The website and reflective essay are in many ways the most important product that they'll create for this class. Assembling the website will help them to see their progress over the course of the semester; the reflective essay will give them the chance to evaluate that work they've completed based on their own criteria as well as the course learning goals

ENGR 2001C ENGINEERING FOUNDATIONS

BERLINER

SECTION 611 F 9-10:40 AM

This course is designed to allow students of strong Science and Math aptitude to lay the groundwork for entering the Engineering field. It has four facets: (1) discussion of matters of interest common to all Engineering fields; (2) an overview of skills applicable to Engineering design across all Engineering fields; (3) synopses of selected Engineering fields of interest to our students; and (4) completion of an interdisciplinary team-based semester-long capstone product development. Students will be expected to apply good engineering skills and techniques, including budgeting, design tools, etc., along with interdisciplinary knowledge. Not only will this be a practical application of the lecture presentations, it will facilitate the student's learning and experience of the different disciplines, which will, in turn, allow students to make informed choices about the next phases of their education.

IHI 3510 WRITING JEWISH HISTORY

OLSON

SECTION 311 T 1:05-2:45 PM

An overview of the idea of writing Jewish history in the modern era with a focus on the evolution of Jewish historiography comparatively in Israel and the Diaspora in the 19th and 20th centuries. This course will delve into the history of the discipline of writing Jewish history as students learn to write in the discipline, too.

IST 1225 TALMUDIC PERSPECTIVES IN CONTEXT

BERGMANN

SECTION 261 W 6:45-8:25 PM

Examine in-depth several talmudic passages and explore how the Talmud mediates between conflicting perspectives on a range of issues: life and death; the status of the fetus in the mother's womb and abortion; Torah and mundane life; the value of money and monetary theory; environmental ethics and utilitarianism; love and sexuality; others. Historicize these traditions and analyze them in both their broader late antiquity and contemporary contexts.

ITP 1469 MAHARAL

CARMY

SECTION 231 MW 3-4:15 PM

Intensive reading of Maharal's work in its variety, with special attention to philosophical and exegetical method.

ITP 1479 MALBIM AND MODERNITY

LERNER

SECTION 511 R 1:05-2:45

Malbim lived at the crossroads of various crises for the newly emancipated Jews of Europe as the intellectual movements of modernity erupted onto the scene—we'll explore this context in conjunction with Malbim's ambitious ideology.

ITP 1505 JEWISH MARTYRDOM

KARLIP

SECTION 411 W 1:05-2:45 PM

This course will survey both the concept and actions of Kiddush Hashem (Jewish martyrdom) over the course of nine centuries. We will analyze how successive generations of Jews both followed and deviated from the biblical and rabbinic traditions of martyrdom.

SECTION 341 TR 4:30-5:45PM

This course is about the South American wars of independence from Spain (1808-1826) and the discussions of the time concerning the best type of government, monarchist or republican, for the newly independent countries. The course will focus on the complex background in which the revolutions for freedom and independence took place, and the personalities of the two main leaders who made independence possible.

The course will analyze the social and racial circumstances in the Spanish American colonies, where, as Alexander von Humboldt observed, "The lowest, least educated and uncultivated European believes himself superior to the white born in the New World." At the same time, the creole elites (the educated Spanish American whites) led the revolution against Spain but were themselves frequently concerned by the consequences of the independence. One example out of many: In 1803 a pardo (a person of mixed white and Black descent) tried to enter his son in the University of Caracas, and the latter resisted on the grounds that this would "ruin the university for ever, submerging it in the deep abyss of barbarism and confusion, where the pardos would spread the pernicious seed of their ideas of equality and predominance". Moreover, nature reinforced the divisions imposed by men. The so called "Spanish America" was a conglomeration of countries and cultures. As historian John Lynch wrote: "Was there not a world of difference between the pampas (Argentinian plains) of the Río de la Plata and the altiplano (Bolivian and Peruvian high plains) of Upper Peru, between the Chilean countryside and the plantations of coastal Venezuela, between the agricultural economy of New Granada and the mining zones of Mexico and Peru, between the gaucho (Argentinian cowboy), the llanero (Venezuelan and Colombian herder), the cholo (Peruvian mestizo) and the inquilino (Chilean tenant farmer)? The difficulties of communications further separated the various colonies from each other." Social, racial and geographical separations made it easier for the imperial metropolis to retain the control of her Spanish American colonies, and more difficult for the revolutionaries to achieve their goals.

The course will also explore the personalities of two revolutionaries who played a fundamental role in the South American wars of independence: the Venezuelan Simón Bolívar, personally responsible for the liberation of Venezuela, New Granada (Colombia), Quito and Peru, and the Argentinian José de San Martín, who led the revolution from Argentina across the Andes to Chile, and up the Pacific to Peru. Given the indisputable fact that without the passion and perseverance of both leaders the course of the South American wars would have been different and perhaps the hegemony of Spain in her American colonies could have survived longer, and the fact that both revolutionaries enjoy now a quasi-divine status in their respective countries, special attention will be paid to their lives, world views, and commitment to independence. Furthermore, Simón Bolívar was also an influential political writer, and some of his writings will be read in this course.

Course readings and discussions will be in Spanish. Advanced fluency in Spanish required.